**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade:1** | | | **Date(s)**: **June 27-28, 2012**  **4 days** |
| **Unit Title: A Few Good Friends** | | | **Corresponding Unit Task: Publishing a Class Book** | | |
| **Essential Question(s): How do I work collaboratively with a partner to write an opinion piece?**  **How do I respond to and answer questions in writing to gather pertinent**  **information?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Camera**  **Interview script**  **Writing Paper**  **Chart Paper**  **Anchor Charts**  **Pencils**  **My Friend Writing Frame**  **Checklist for publishing a Class Book**  **Me I Am, Jack Prelutsky** | | | | **Character traits**  **Declarative Sentence**  **Capital Letter**  **Period**  **Interview**  **Publish** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  x Modeled  x Shared  x Guided Practice  x Independent | **Reading**  **Standards:**  **RL.1.1 Ask and answer questions about key details in the text.**  **RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.**  **RL.1.10 With prompting and support, read informational texts appropriately complex for grade one.**  **RI.1.7 Use illustrations and details in a text to describe its key ideas.**  **I Can Statement(s):**  **I can retell a story.**  **I can ask and answer questions about key details.**  **I can read a story that I write.**  **Instructional Plan: Day 1**  **Teacher will read the book, Me I Am, to the class to give ideas of how books are written about people. Students will discuss key details about the story.** | | | | |
| **Gradual Release of Responsibility:**  x Modeled  x Shared  x Guided Practice  x Independent | **Writing**  **Standards:**  **W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about.**  **W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.**  **W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**  **I Can Statement(s):**  **I can begin names with a capital letter.**  **I can write a declarative sentence that responds to questions used in the interview script.**  **I can use end punctuation to write a sentence.**  **Instructional Plan: Day 1**  **Teacher introduces script students will use to interview a classmate to ensure that students understand questions that will be used.**  **Day 2**  **Teacher will model with students completing the interview script to allow for understanding of the process. Students will practice orally with a partner and then will role model for the class.**  **Day 4**  **Teacher will model using the interview script with information from partners to write the My Friend writing frame. Teacher will monitor and assist as students write their My Friend composition.** | | | | |
| **Gradual Release of Responsibility:**  x Modeled  x Shared  x Guided Practice  x Independent | **Word Study**  **Standards:**  **L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing.**  **a. Print all lower and uppercase letters.**  **e. Produce and expand complete simple declarative sentences in response to**  **prompts.**  **l.1.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**  **L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**  **I Can Statement(s):**  **I can recognize color words, number words, and months of the year.**  **Instructional Plan: Day 2**  **Teacher will review color words, number words, and months of the year.** | | | | |
| **Gradual Release of Responsibility:**  x Modeled  x Shared  x Guided Practice  x Independent | **Speaking & Listening**  **Standards:**  **SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**  **SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.**  **SL.1.6 Produce complete sentences when appropriate to task and situations.**  **I Can Statement(s):**  **I can ask and answer questions with a partner.**  **I can produce a complete sentence to answer a question.**  **Instructional Plan: Day 3**  **Teacher will assign partners that work well together. Students will review the interview process with their partner. Students will use interview script to ask questions and respond to questions about themselves.** | | | | |
| **Closing/Summarizing Strategy** | **Student pages will be compiled to publish a Good Friends Class Book.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **More advanced students may add 1 or 2 more facts learned in the partner interview.** | | **Students needing intervention may work with a peer for guidance and assistance.** | | | **Students will share their composition to class.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Students use checklist for Publishing a Class Book About Friends.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*